DOCUMENT RESUME

ED 182 923 EC 123 139

AUTHOR Meyen, Edward L.; Altman, Reuben
TITLE Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 4.0: Advising/Communication Processes. Competencies 4.1 through 4.3.
INSTITUTION Missouri Univ., Columbia.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
BUREAU NO 351359
PUB DATE May 74
GRANT OEG-0-71-3675(603)
NOTE 189p.; Special Education Curriculum Training Center Special Project: For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; Consultants; Curriculum; Evaluation Criteria; *Gifted; *Handicapped Children; Instructional Materials; *Needs Assessment; *Performance Based Teacher Education; *Problem Solving; *Staff Role; Teaching Guides

ABSTRACT

Part 4 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the consultant's role as advisor. Three competencies are considered: (1) that a curriculum consultant should be capable of analyzing a teacher's situation as a basis for determing consultation needs, (2) that a curriculum consultant should be capable of helping teachers develop problem solving skills, and (3) that a curriculum consultant should be capable of establishing him/herself as a constant source of consulting help in contrast to the role of a problem solver. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the three competencies. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182923

Project No. 351359
OEG-0-71-3675(603)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

FOR

Module 4.0 Advising / Communication Processes

Competency 4.1 A curriculum consultant should be capable of analyzing a teacher's situation as a basis for determining consultant needs.

May 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

Ec 123139

Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #4 : Advising / Communication Processes

MODULE ELEMENT SCOPE:

This module element is designed to acquaint the trainee with the school situation and the types of situations that occur there. The trainee will be looking at the teacher's situation and all aspects which affect that situation. The trainee will be investigating various resources and various problems. The impetus of this element is in the direction of skills to be developed by the trainee for use in the role of a consultant.

MODULE ELEMENT SPECIFICATIONS:

Competency 4.1 A curriculum consultant should be capable of analyzing a teacher's situation as a basis for determining consultant needs.

Competency Components:

4.1.1 To assist trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

4.1.2 To assist trainees in determining the resources available to teachers in resolving problems.

4.1.3 To assist trainees in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

_____

_____ _____

_____

_____ _____

_____

_____ _____

_____

_____ _____

_____

_____ _____

_____

_____ _____

_____

_____ _____

_____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			4.1.1.1 The trainee will be able to describe the status of the teacher in the school personnel hierarchy.	
			4.1.1.2 The trainee will be able to identify the circumstances under which the teacher must be responsive to parental concerns and needs.	
			4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.	
			4.1.1.4 The trainee will be able to identify non-instructional learner characteristics which influence the teacher's role.	
			4.1.1.5 The trainee will be able to identify non-instructional chores required of the teacher in the performance of his duties.	
			4.1.2.1 The trainee will be able to identify resource persons and facilities available within the school district and those agencies, facilities and/or individuals within the community as potential resources.	
			4.1.2.2 The trainee will be able to demonstrate the value of professional literature as a resource.	
			4.1.3.1 The trainee will be able to apply formal and informal observation techniques.	
			4.1.3.2 The trainee will be able to identify and detect management, interpersonal and teaching type problems in the school situation.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

4.1.1.1.A

4.1.1.1.B

4.1.1.2.A

4.1.1.3.A

4.1.1.4.A

4.1.1.4.B

4.1.1.5.A

4.1.1.5.B

4.1.2.1.A

4.1.2.2.A

4.1.3.1.A

4.1.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.1.1 To assist trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objectives:

4.1.1.1 The trainee will be able to describe the status of the teacher in the school personnel hierarchy.

4.1.1.2 The trainee will be able to identify the circumstances under which the teacher must be responsive to parental concerns and needs.

4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.

4.1.1.4 The trainee will be able to identify non-instructional learner characteristics which influence the teacher's role.

4.1.1.5 The trainee will be able to identify non-instructional chores required of the teacher in the performance of his duties.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.1 The trainee will be able to describe the status of the teacher in the school personnel hierarchy.

Enabling Activities	*Resources*	*Comments*
4.1.1.1.A As a curriculum consultant it will be necessary for you to have on understanding of the status of the teacher. The status of the teacher within the school personnel hierarchy is influenced by various factors. 1. Read each of the selected references paying close attention to those factors which influence the status of the teacher in the school personnel hierarchy. 2. List those factors which influence the status of the teacher within the personnel hierarchy. In some of the selections you read the authors may imply rather than explicitly state certain factors which influence the status of the teacher.	4.1.1.1.A Moses, H.A., and Delaney, D.J. Status of school personnel. Journal of the Student Personnel Association for Teacher Education, 1971, 9(2), 41-46. Moses, H.A., and Delaney, D.J. Status ranking of teachers. Journal of the Student Personnel Association for Teacher Education, 1971, 9(2), 89-96.	
4.1.1.1.B In Resource File 4.1.1.1.B you will find a description of a teacher's situation within a hypothetical school setting.	4.1.1.1.B Resource File 4.1.1.1.B	

Behavioral Objective Continued:

4.1.1.1.B (continued)

a. Read the hypothetical situation, keeping in mind the factors which you have delineated above.

b. Briefly describe the status of the teachers in the school personnel hierarchy in the above situation.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.1 The trainee will be able to describe the status of the teacher in the school personnel hierarchy.

Activity No.	*Evaluation Criteria*
4.1.1.1.A	The trainee was asked to read two selected references as stated in the enabling activity. After completing these articles the trainee was to list the variables which influence the status of the teacher within the personnel hierarchy. As some of these factors are not stated verbatim, but are inferred, each trainee's list may differ somewhat. However, each response should suggest some consideration for the following variables, although they may be presented all labeled differently: 1. number of years of experience 2. position on the existing pay scale 3. rapport with administrators, i.e. principals 4. amount of planning time allotted

Competency Component: 4.1.1 To assist the trainee in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.1 The trainee will be able to describe the status of the teacher in the school personnel hierarchy.

Activity No.	*Evaluation Criteria*
4.1.1.1.B	In this activity the trainee was to read Resource File 4.1.1.1.B and briefly describe the status of the teachem in the hierarchy of school personnel. Summary of teacher status: The status of the teachersin this hypothetical situation is extremely low as evidenced by their low pay scale and the demands made upon their time. Their decision-making skills are not valued in my respect. The teachers have been put into an impossible situation in which no time is available for planning for effective instruction; consequently, the learners suffer. After reading the above source the trainee would be aware of the non-teaching responsibilities of teachers; yet should realize that in spite of the duties to which the teacher is assigned, time must be allowed to rest, to think and to plan.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.2 The trainee will be able to identify the circumstances under which the teacher must be responsive to parental concerns and needs.

Enabling Activities	*Resources*	*Comments*
4.1.1.2.A One of the demands placed on teachers is the necessity to respond to parental concerns. The nature of these concerns may differ among classrooms, schools, geographic locations, etc. One of the most reliable and informative sources for identifying those circumstances under which a teacher must be responsive to parental concerns and needs is the teacher. 1. Select a teacher and arrange an opportunity to discuss with him the circumstances under which he must be responsive to parental concerns and needs. 2. Conduct a brief interview with the teacher to elicit information regarding the circumstances under which he must be responsive. Resource File 4.1.1.2.A contains a protocol for arranging and conducting interviews and a list of suggested questions.	4.1.1.2.A Resource File 4.1.1.2.A	

Behavioral Objective Continued:

4.1.1.2.A (continued)

3. Briefly describe the circumstances under which the teacher you interviewed must be responsive to parental concerns and needs.

4.1.1.2.B

The information you obtained in activity 4.1.1.2.A is specific to a given teacher within a specific classroom and school. As previously stated the circumstances may vary among classrooms, schools, and geographic areas. As a curriculum consultant you should be familiar with a multitude of circumstances under which the teacher must respond to the concerns and needs of parents.

When all trainees have completed activity 4.1.1.2.A meet as a group and discuss the information each obtained from his or her interview. In the course of this discussion generate a comprehensive list of circumstances under which a teacher must be responsive to the concerns and needs of parents.

Note: There is no intention to imply that all of the circumstances under which teachers must be responsive have been identified in this activity. However, a broad sampling should have been obtained.

4.1.1.2.B

Because all trainees will not be working at the same pace, it may be necessary for you to go on to the next activities before completion of this activity.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.2 The trainee will be able to identify the circumstances under which the teacher must be responsive to parental concerns and needs.

Activity No.	*Evaluation Criteria*
4.1.1.2.A	In this activity the responses of the trainee will vary with the independent interview situation.
4.1.1.2.B	This activity requires students to meet as a group and discuss the results of the teacher interview assigned in activity 8.1.1.2.A the responses are interactions which occur are dependent on the content generated from each students interview and therefore cannot be delineated.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.

Enabling Activities	*Resources*	*Comments*
4.1.1.3.A There are a variety of factors within the community to which a teacher must respond. The literature deals extensively with these factors. 1. Read each of the selected resources with the intention of identifying these community factors. 2. From the above readings identify and briefly describe community factors to which the teacher must be responsive. 4.1.1.3.B Use the selected references as a point of departure to identify two additional resources which offer further discussion concerning this topic.	4.1.1.3.A Resource File Billings, C.D. Community control of the school and the quest for power. Phi Delta Kappan, 1972, 53(5), 277-278. Jackson, J.M. The action front in community education. Phi Delta Kappan, 1972, 54(3), 160-162. Deshler, B., and J.L. Erlich. Citizen involvement: evolution in the revolution. Phi Delta Kappan, 1972, 54(3), 173-175.	

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.

Activity No.	*Evaluation Criteria*
4.1.1.3.A	In this activity the trainee was to read several selections with the intention of identifying and describing briefly community factors to which teachers must be responsive. From Billings C.D. Community content of the school and quest for power. Phi Delta Kappan, 1972, 53(5), 277-278, the following should be listed among the trainee's responses: 1. Role of politics in education 2. Power struggle between blacks and whites within the community 3. Determining the power arrangements within the community are most important 4. Determining group interest and their impact 5. What effect the exodus of white families to the suburbs has on the importance of the school 6. How does the value system of the community elements relate to the schools 7. Assessing community attitude on integration and segregation 8. Role of business and its effects a. Community control has allowed blacks to challenge the power of businessmen, their heirs, and those who support their value systems to decide what is best for the nation's cities. 9. Black people seek power to control schools to insure quality education for their children and because the learning industry is crucial to future employment. 10. The exodus of white firms to the suburbs has created many job opportunities within the public sector 11. Struggle over community control is then one of economics, too. From Jackson, J.M. The action front in community education. Phi Delta Kappan, 1972, 54(3), 160-162, the trainee should have listed some of the following: 1. Increasing support of community education by federal and state government, by professional associations and by other important non-government agencies and organizations.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.

Activity No.	*Evaluation Criteria*
4.1.1.3.A (continued)	2. Development of many resource materials for use in the interpretation and promotion of community education. 3. Government at the federal level has introduced legislation to promote the growth and development of community education. 4. At the state level, six states have appropriated funds to help pay salaries of local community education coordinators. 5. Community education has been one of the foremost components of successful Model Cities programs throughout the nation. 6. An increasing number of national professional associations are lending their support to the growth and development of community education. 7. Several state professional associations have also been formed to implement the community education concept. 8. P.T.A. at every level supports community education. 9. Big Brothers of America has long supported the community education movement. Deshler, B & Erlich, J.L. Citizen involvement: evolution in the revolution. Phi Delta Kappan, 1972, 54(3), 173-175. In this reference the following should have been noted: 1. Local citizens are demanding to get involved with the schools. For example: a. Setting homework policies b. Establishing a base criteria from which to hire school officials 2. The reasons for the foregoing are listed below: a. Rapid growth and development of community education b. In larger cities, local citizens are pushing for radical changes in school governance because of failure to meet the needs of the children in the ghetto schools. c. The more general alienation of young people d. The disappearance of mystic in the education process

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.

Activity No.	*Evaluation Criteria*
4.1.1.3.A (continued)	To understand the involvement of the community in the life of the school, it is important to examine the current milieu: 1. Public schools have been followers rather than leaders in the patterns of community change. 2. Schools are subject to regulation by state agencies, which, as well as school boards, are influenced by political pressure and interest from many groups and individuals. 3. Education purposes are vague, divers and often conflicting. 4. Schools face many demands. 5. They have problems demonstrating achievement and developing adequate programs of internal assessment. 6. Schools seem to adapt in order to reduce uncertainty and vulnerability. Examples--parent clubs, report cards, conference days, etc. 7. High value placed on support of fellow teachers and principals as they encounter parents and students. This is because the emphasis has been on control of students. 8. Teacher's persistence and stability as opposed to creativity and change along with the school's failure to fulfill parent and student expectations. Fanitini advocates a set of principles with which the trainee should be aware: 1. Public accountability and control of education 2. The importance of process--being able to participate in the decision making 3. Expectancy--expectation breeds success 4. Socialization Community education at the local school level necessitates some consistant staff support and technical assistance if it is to succeed. A trained community education specialist such as the school community agent or the community school director can give the technical assistance so vital to both citizens and school staff. Education professionals must support community involvement and provide funds so that changes can take place.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.3 The trainee will be able to identify the community factors which the teacher must respond to through interaction.

Activity No.	*Evaluation Criteria*
4.1.1.3.B	In addition trainees are asked to identify two additional resources which offer further discussion concerning this topic. The following are examples that may be cited:

1. Buskin, M. Can local boards really run ghetto schools? School Management, May, 1968, 61.
2. Deshler, B. How decentralization is affecting community education in Detroit. Community Education, August, 1971, 38-40.
3. Fanitini, M.D. Participation decentralization and community control. National Elementary Principal, April, 1969, 25-27.
4. Kozal, J. Free Schools, Boston: Houghton-Mifflin, 1972, 41.
5. Levy, C.S. Power through participation: the royal road to social change. Social Work, July, 1970, 105-108.
6. Morsell, J.A. Racial desegregation and integration in public education. Journal of Negro Education, Summer, 1969.
7. Rogers, D. 110 Levingston Street. New York: Random House, 1968.
8. Simpson, R.L. Comment by a sociologist, Southwestern Social Science Quarterly, December, 1967, 287-291.
9. Willower, D.J. Educational policy and schools as organs. The Educational Forum, January, 1971, 209-210.

Competency Component: 4.1.1 To assist trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.4 The trainee will be able to identify non-instructional learner characteristics which influence the teacher's role.

Enabling Activities	*Resources*	*Comments*
4.1.1.4.A Traditionally, teacher education programs have been greatly concerned with the instructional characteristics of children while slighting non-instructional characteristics. These non-instructional characteristics may have a profound influence on the role of the teacher. Therefore, it is essential for both the teacher and the curriculum consultant to be aware of these characteristics and their influence on the teacher's role. 1. Read the cited references looking for non-instructional learner characterisitcs. 2. From the above readings, list and briefly describe non-instructional learner characteristics.	4.1.1.4.A Resource File Jenkins, R.L. The varieties of children's behavioral problems and family dynamics. In J.M. Seidman, The Child: A Book of Readings. New York: Holt, Rinehart and Winston, 1969. Webster, S.W. Understanding the Educational Problems of the Disadvantaged Learner. San Francisco: Chandler Publishing Co., 1966. Stradtbeck, F.L. The hidden curriculum in the middle-class home. In J.D. Krumboltz (Ed.), Learning and the Educational Process. Chicago: Rand McNally & Co., 1965, 91-111.	Trainees may want to skim related segments of this book for further understanding.
4.1.1.4.B Resource File 4.1.1.4.B contains case studies of individual learners. 1. Read the case studies to identify the various non-instructional learner characteristics of the individuals.	4.1.1.4.B Resource File 4.1.1.4.B	

Behavioral Objective *Continued:*

4.1.1.4.B (continued)

2. Discuss how these non-instructional learner characteristics would influence the teacher's role.

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.4 The trainee will be able to identify non-instructional learner characteristics which influence the teacher's role.

Activity No.	*Evaluation Criteria*
4.1.1.4.A	As a result of reading the resources in 4.1.1.4.A, the trainee should list and briefly describe some of the following non-instructional learner characteristics: 1. overanxious 2. overinhibited 3. hyperactive-distractable 4. undomesticated or unsocialized-aggressive 5. socialized delingquents 6. shy 7. generally immature 8. overly conforming 9. submissive 10. domineering 11. aggressive 12. destructive 13. passive 14. hostile 15. fearful 16. distrustful 17. fatherless 18. poor 19. black 20. frustrated 21. insecure 22. motivated
4.1.1.4.B	In this activity the trainee is to read Resource File 4.1.1.4.B and list the various non-instructional learner characteristics. After the trainee identifies these characteristics, he should discuss how they would influence the teacher's role. The trainee should list the following among his responses: 1. poor 2. tired 3. unmotivated 4. disinterested 5. inadequate self-concept due to EMR class placement

Competency Component: 4.1.1 To assist trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.5 The trainee will be able to identify non-instructional chores required of the teacher in the performance of his duties.

Enabling Activities	*Resources*	*Comments*
4.1.1.5.A Included in the teacher's responsibilities are many duties which cannot be considered as instructional in nature. These may be defined as non-instructional chores. These chores have been the center of much discussion, especially within the major teacher organizations. In order to identify non-instructional chores it will be necessary to formulate the criteria for defining these non-instructional chores. A search of the literature will provide information necessary to the formulation of criteria. 1. Conduct a search of the literature to find articles which discuss non-instructional chores. 2. Prepare an annotated bibliography of at least three articles discussing non-instructional chores. 3. From the resources you have identified formulate a set of criteria for defining non-instructional chores.	4.1.1.5.A Resource File Access to literature including The American Teacher and Today's Education, etc.	The journals listed are the publications of the two major teacher organizations. These will be help ful in formulating your criteria. However, do not limit yourself to these resources.

Behavioral Objective Continued:

4.1.1.5.B

In the preceding activity you formulated criteria for defining and delineating non-instructional chores. Applying these criteria:

1. Sort the pack of cards contained in Resource File 4.1.1.5.B into instructional and non-instructional chores.

2. Prepare a list for each category including a brief rationale for placement of each chore.

4.1.1.5.B

Resource File 4.1.1.5.B

Competency Component: 4.1.1 To assist the trainees in differentiating the many demands placed on teachers in addition to teaching responsibilities.

Behavioral Objective: 4.1.1.5 The trainee will be able to identify non-instructional chores required of the teacher in the performance of his duties.

Activity No.	*Evaluation Criteria*
4.1.1.5.A	In this activity the trainee is to search the literature to find articles which discuss non-instructional chores. The American Teacher and Today's Education should appear among his resources. After he has located at least three articles, he should prepare an annotated bibliography discussing non-instructional chores. From these resources the trainee should be able to also formulate a set of criteria for defining non-instructional chores.
4.1.1.5.B	In this activity the trainee is asked to sort the pack of cards found in Resource File 4.1.1.5.B into instructional and non-instructional chores. Below is a brief rationale for each chore that is designated to each of the categories: Instructional Generating ideas for bulletin boards Planning physical arrangement of rooms Preparing lesson plans Preparing teacher-made materials Planning and supervising a field trip Participation in diagnostic staffing Conferring with other school personnel on particular needs of children. Selection of curriculum content and materials Non-instructional Grading papers Parent conferences Making home visits Collecting lunch money Constructing bulletin boards Recording grades on grade cards Straightening room at end of day Giving assistance or aid to children with wraps, etc. Playground, bus, etc. duty Attendance at in-service training sessions Caring for children who are ill Supervision of activities outside school hours Administering standardized tests Attendance of organizational meetings Year-end activities Duplicating hand-out or seat-work materials

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.1.2 To assist trainees in determining the resources available to teachers in resolving problems.

Behavioral Objectives:

4.1.2.1 The trainee will be able to identify resource persons and facilities available within the school district and those agencies, facilities and/or individuals within the community as potential resources.

4.1.2.2 The trainee will be able to demonstrate the value of professional literature as a resource.

Competency Component: 4.1.2 To assist trainees in determining the resources available to teachers in resolving problems.

Behavioral Objective: 4.1.2.1 The trainee will be able to identify resource persons and facilities available within the school district and those agencies, facilities and/or individuals within the community as potential resources.

Enabling Activities	*Resources*	*Comments*
4.1.2.1.A In the past several years, schools have been employing the services of a variety of persons as valuable resources to the classroom teacher in dealing with instructional problems. A consultant within the school district may assist in several ways: 1. aid for a specific child. 2. aid in developing the content of an instructional program, 3. aid in developing new instructional skills. In addition to consultive services within a school district, the community may also offer a number of persons, agencies, and facilities for supportive assistance. These services may include: 1. diagnosis 2. treatment 3. remedial services 4. educational services	4.1.2.1.A Hummel, D. and Bonham, G.J., Jr. Pupil Personnel Services in Schools. Rand-McNally and Co., 1968. Special Service Personnel - A Source of Help to the Teacher. Cedar Rapids, Iowa: Special Education Curriculum Development Center.	

Behavioral Objective Continued:

4.1.2.1.A (continued)

1. Read the given resources to familiarize yourself with types of consultive or supporting services available.

2. Select a community and school district with which you have some familiarity or one in close proximity. Obtain information on the resources available within the community and school district. Organize a handbook of supporting services for exceptional children for the community and school district you select. Include the following information for each resource you list:

1. Name of service and location

2. Type of services rendered (brief description)

3. Service specifications (e.g. will only work on welfare cases)

4. Procedures for using

5. Fees

Competency Component: 4.1.2 To assist trainees in determining the resources available to teachers in resolving problems.

Behavioral Objective: 4.1.2.1 The trainee will be able to identify resource persons and facilities available within the school district and those agencies, facilities and/or individuals within the community as potential resources.

Activity No.	*Evaluation Criteria*
4.1.2.1.A	In this activity the trainee is asked to identify various community persons, agencies and facilities, in addition to some within the school system, that may provide supportive services. Although the following should in no way be considered all-inclusive, it may serve as an example for that which is expected: 1. Speech Therapists 2. Social Workers 3. Resource personnel within the college and university centers, e.g. special educators, educators, physicians 4. Public Health Nurse 5. Resource personnel at state institutional facilities 6. Physical Therapist 7. Psychometrists 8. Speech and hearing clinics 9. Cerebral palsy clinics 10. Public health clinics 11. Special education diagnostic centers 12. Diagnostic and evaluation centers 13. Child development and/or study clinics 14. Institutional out/patient clinics 15. Easter Seal Society 16. Civic organizations, e.g. Rotary Club, Kiwanis, Lions Club, Elks, Eagles, Jaycees 17. Church groups 18. March of Dimes organization 19. Day-care facilities 20. Group-home facilities

Competency Component: 4.1.2 To assist trainees in determining the resources available to teachers in resolving problems.

Behavioral Objective: 4.1.2.2 The trainee will be able to demonstrate the value of professional literature as a resource.

Enabling Activities	*Resources*	*Comments*
4.1.2.2.A Although the resources identified in the preceding activities may be helpful in resolving many instructional problems, there are times when these services are either not applicable or not available. Another available resource is the professional literature. This literature includes books, journals, dissertations, curriculum guides, etc. Resource File 4.1.2.2.A contains a list of problems which may be encountered by the teacher in the classroom. 1. Select one of the problems and conduct a search of the literature to find resources which address themselves to the resolution of the problem. 2. Prepare an annotated bibliography of at least three resources you identify.	4.1.2.2.A Resource File Access to literature	

Behavioral Objective *Continued:*

4.1.2.2.B

Teachers often fail to recognize the value of the professional literature in resolving problems.

Write a brief paper explaining how you as a curriculum consultant could communicate to teachers the value of the literature in problem solving.

You may wish to incorporate your response to the preceding activity as one example. You may also use other examples with which you are familiar.

Competency Component: 4.1.2 To assist trainees in determining the resources available to teachers in resolving problems.

Behavioral Objective: 4.1.2.2 The trainee will be able to demonstrate the value of professional literature as a resource.

Activity No.	*Evaluation Criteria*
4.1.2.2.A	This activity requires the trainee to select one of the problems in Resource File 4.1.2.2.A and conduct a search of the literature to find resources that will aid in the resolution of the problem. In addition to the above, the trainee is asked to prepare an annotated bibliography of at least three resources he identifies. For example: The following resources might be utilized in relation to the initial entry of the Resource File dealing with speech problems and conforming behavior in the classroom: 1. Eisenson, J. & Ogilvie, M. Speech Correction in the Schools. 2nd ed. New York: Macmillan, 1969. This book deals with speech problems that can be handled by the classroom teacher. In addition to giving the reader some insight into speech production, it also helps the teacher in planning activities to help the children build an adequate self-concept. 2. Neisworth, & Smith, R. Modifying Retarded Behavior. Boston: Houghton-Mifflin, 1973. An excellent book for the beginning teacher who is concerned with modifying behavior of children. It is a step-by-step guide.
4.1.2.2.B	The trainee is asked to write a brief paper explaining how he would communicate to teachers the value of the literature in problem solving. Although the responses will vary based on each trainee's individual experiences, he may incorporate some of the examples listed in the foregoing to demonstrate how the literature helps to solve a particular problem.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.1.3 To assist trainees in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Behavioral Objectives:

4.1.3.1 The trainee will be able to apply formal and informal observation techniques.

4.1.3.2 The trainee will be able to identify and detect management, interpersonal and teaching type problems in the school situation.

Competency Component: 4.1.3 To assist trainees in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Behavioral Objective: 4.1.3.1 The trainee will be able to apply formal and informal observation techniques.

Enabling Activities	*Resources*	*Comments*
4.1.3.1.A When confronted with various events which are taking place, it would behoove the curriculum consultant to be able to analyze these situations and objectively see what is taking place. There are a large number of situations in which the curriculum consultant will find himself where the main way of assessing the problem will be through observation. The possibilities of situations where observation techniques will come in handy are endless, and although seemingly simple, used in the correct manner, they can be an important tool. 1. Use the reference given and develop an understanding of the types, uses and techniques of observation. 2. Write a brief paper demonstrating your understanding of these concepts as applied to the school situation.	4.1.3.1.A Resource File 4.1.3.1.A Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S.W. Research Methods in Social Relations. New York: Holt, 1959, 200-204	Although the reading does not deal specifically with school-type problems, the information it offers on observation techniques is nevertheless valuable for your purposes. The principles of observation, whether formal or informal, do not change across settings.

Competency Component: 4.1.3 To assist trainees in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Behavioral Objective: 4.1.3.1 The trainee will be able to apply formal and informal observation techniques.

Activity No.	*Evaluation Criteria*
4.1.3.1.A	The trainee is asked to read Resource File 4.1.3.1.A and to develop an understanding of informal and formal techniques of observation. To exemplify the trainee's understanding of the aforementioned techniques, he is to write a brief paper related to the school situation. The following is a list of some of the concepts that should be incorporated within his paper: 1. direct observation - an advantage of this permits recording of behavior as it occurs. Two instruments that might be used are the "Withall scale," developed by John Withall and the "Flanders scale." 2. observational procedures range from extremely flexible to very structured, e.g. observer may be actively involved in the group he is observing, involved minimally, not in volved, or his presence not known. 3. Selltiz states that four broad questions should be answered in reference to observation: a. What? b. How should observations be recorded? c. What procedures will be employed to assure accuracy of observation ? d. What should the relationship be for the observer and the observed? Techniques: 1. Unstructured observation a. observer is an active participant b. observer is a partial participant (not fully involved) 2. Structured observation a. Withall scale, Flanders scale, and Bales system of categories for recording group interaction are frames of reference that might be used for recording behavior. 3. Observation is a skill; training increases the reliability of observers.

Competency Component: 4.1.3 To assist trainees in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Behavioral Objective: 4.1.3.2 The trainee will be able to identify and detect management, interpersonal and teaching type problems in the school situation.

Enabling Activities	*Resources*	*Comments*
4.1.3.2.A Although most of you may already be able to differentiate management, interpersonal and teaching type problems, the references given here will be useful as a refresher. Review the articles listed and be able to differentiate these problems, looking at them from the point of view of observation techniques. 4.1.3.2.B 1. Using the observation techniques you have acquired, conduct an observation session of a special classroom and detect the types of problems delineated above. The observation sessions should be conducted by at least two trainees, preferably three, in the same classroom. These observers should be independent of each other. 2. Briefly summarize in written form the types of problems you detected in the classroom.	4.1.3.2.A Resource File Long, N.J., Morse, W.C., & Newman, R.G. Conflict in the Classroom. Belmont, California: Wadsworth, 1965, 115-117, 352-362, 382-389.	It should be noted that you are not limited to this reference. If some of you know of others, please share them with your fellow trainees.

Behavioral Objective *Continued:*

4.1.3.2.B (continued)

3. Compare your report with the other observers in the same class and investigate any differences that exist. Footnote these differences on the bottom of your report with any explanation necessary.

Competency Component: 4.1.3 To assist trainees in becoming familiar with and detecting the types of instructional problems and situations encountered by teachers which necessitate consultant help.

Behavioral Objective: 4.1:3.2 The trainee will be able to identify and detect management, interpersonal and teaching type problems in the school situation.

Activity No.	*Evaluation Criteria*
4.1.3.2.A	In this activity the trainee is asked to review Resource File 4.1.3.2.A and be able to differentiate management, interpersonal and teaching type problems. The trainee should briefly review this Resource File in order to more fully interact or interpret the following activity. To evaluate the nature of the problem that is being observed, the trainee should keep in mind several rules as outlined in the Resource File, namely: 1. There is not necessarily only one cause per problem, e.g. problems may stem from the lack of teacher's management skills in the classroom, from an incompatible interpersonal relationship of the child and teacher, or from a learning problem to which the child acts and the teacher reacts, or a combination of any of these. 2. Each individual situation should be carefully studied before trying to give an explanation of the problem. 3. Explanations should be complete. 4. Symptons should be properly considered in proportion to the cause. Management behaviors stem largely from the social-emotional climate of the classroom and the way in which teachers perceive and handle problems within the classroom. The following are four alternatives to handling problems: 1. permitting 2. tolerating 3. interferring 4. preventive planning
4.1.3.2.B	This activity requires the trainee to observe a classroom setting and to describe in writing the various kinds of behavior noted. The trainee should exemplify some of the considerations described in the 4.1.3.2.A activity. After the reports have been written, the trainees are to compare their observations and their interpretations noting any differences accompanied by possible explanations for their descrepancies.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 4.0 Advising / Communication Processes

Competency 4.2 A curriculum consultant should be capable of helping teachers develop problem solving skills.

May 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 123139

Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 4 : Advising / Communication Processes

MODULE ELEMENT SCOPE:

The intent of this module element is to refine and apply the skills obtained in the previous element. The trainee will be identifying specific problems in relation to the classroom. Various instructional variables will be investigated and the trainees will encounter situations where they must analyze a problem, suggest solutions and predict outcomes. The activities in this element will give the trainees practice in developing skills in helping teachers develop problem solving skills.

MODULE ELEMENT SPECIFICATIONS:

Competency 4.2: A curriculum consultant should be capable of helping teachers develop problem solving skills.

Competency Components:

4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

4.2.3 To assist trainees in developing techniques for helping teachers pinpoint problem sources.

4.2.4 To assist trainees in devising alternative solutions to instructional problems.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			4.2.1.1 The trainee will be able to apply a form of problem analysis to instructional problems.	
			4.2.1.2 The trainee will be able to establish a conference climate which encourages teachers to discuss their problems.	
			4.2.1.3 The trainee will be able to interpret teachers' stated problems.	
			4.2.1.4 The trainee will be able to assist teachers in looking at all dimensions of their particular problems.	
			4.2.2.1 The trainee will be able to identify instructional problems which directly result from learner characteristics.	
			4.2.2.2 The trainee will be able to identify instructional problems which directly result from ineffective teaching methods.	
			4.2.2.3 The trainee will be able to identify instructional problems which directly result from materials being used.	
			4.2.2.4 The trainee will be able to identify instructional problems which directly result from attitudes or behavior of the teacher.	
			4.2.2.5 The trainee will be able to identify instructional problems which directly result from the classroom organization.	
			4.2.2.6 The trainee will be able to identify instructional problems which directly result from home and community situations.	
			4.2.3.1 The trainee will be able to identify interview and questionnaire techniques.	
			4.2.3.2 The trainee will be able to elicit information on the identified problems from teachers.	
			4.2.4.1 The trainee will be able to develop alternative solutions to selected instructional problems.	
			4.2.4.2 The trainee will be able to predict the possible outcomes of given solutions.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it ititialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

4.2.1.1.A

4.2.1.1.B

4.2.1.3.A

4.2.2.1

4.2.2.1.A

4.2.2.2.A

4.2.2.3.A

4.2.2.4.A

4.2.2.5.A

4.2.2.6.A

4.2.3.1.A

4.2.3.2.A

4.2.4.1.A

4.2.4.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objectives:

4.2.1.1 The trainee will be able to apply a form of problem analysis to instructional problems.

4.2.1.2 The trainee will be able to establish a conference climate which encourages teachers to discuss their problems.

4.2.1.3 The trainee will be able to interpret teachers' stated problems.

4.2.1.4 The trainee will be able to assist teachers in looking at all dimensions of their particular problems.

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.1 The trainee will be able to apply a form of problem analysis to instructional problems.

Enabling Activities	*Resources*	*Comments*
4.2.1.1.A While it is to your advantage as a curriculum consultant to be able to provide immediate answers to questions posed by teachers, it is more important to assist teachers in resolving their own problems. Certainly, there will be a time when it is best to offer a specific solution to a particular problem or to advise a teacher to chose one of several solutions. However, a pattern of consulting behavior which is characterized by the consultant merely answering questions or obtaining resources for the teacher tends to build dependency on the part of the teacher. It is much more beneficial to the teacher and to you as a consultant if the teacher learns to analyze his own problems and in turn becomes an effective problem solver. This has the advantage of making him more independent, reduces the demands on your time, and results in him becoming capable of assisting other teachers. Teachers, like people in general, vary in their tolerance for problems. Some teachers will allow minor problems to disturb them while others will be	4.2.1.1.A Resource File Mager, R.F. and Pipe, P. Analyzing Performance Problems. Belmont, California: Fearon Press, 1970.	

4.2.1.1.A (continued)

more successful in differentiating between problems of minor consequence and problems which warrant serious consideration. The nature of problems encountered by teachers also varies. For example, some will center around matching instructional programs to the characteristics of particular pupils; whereas others will pertain to materials, physical facilities, relations with administrators and colleagues, administration policies, insufficient resources, etc. Obviously, the sources of teacher perceived problems are rarely clearly defined. It may be that what a teacher perceives as an instructional problem is really the result of an administrative policy that all special class teachers will use a particular reading series which does not happen to be appropriate for the child in question. Or the source of the problem relates to the inability of the teacher to handle the particular instructional task. The latter case may evade the teacher. What clearly is needed is some form of in-service training or direct assistance to the teacher in developing the needed skill.

As a consultant it is important for you to be able to differentiate between these types of problems.

Read the reference Analyzing Performance Problems by Mager and Pipe. The reference will help you in developing an approach to determining the

4.2.1.1.A (continued)

relationship of a teacher's expressed problem to her own performance. The selection does not use teachers entirely as a frame of reference. However, the process of analyzing performance problems is applicable to your consulting role with teachers.

On pages 101-105 a Quick-Reference Checklist for assessing performance problems is presented. Construct your own checklist for assessing the performance problems of teachers using the four major headings, but inserting your own subheadings and questions. In other words, your task is to come up with a checklist method for assisting you as a consultant to differentiate the performance problems of teachers.

4.2.1.1.B

Activity 4.2.1.1.A was designed primarily to assist you in analyzing problem situations in which the teacher is a major factor. You were asked to study a system for determining whether or not the problem was primarily a performance problem centered around the teacher's capabilities. In this activity we will assume that the teacher is adequately prepared for his job and is carrying it out well. However, in spite of his general effectiveness as a teacher, he is encountering a problem and has come to you for advice in resolving the problem. An example

4.2.1.1.B

Resource File 4.2.1.1.B

Audio tape of conference situation

4.2.1.1.B (continued)

of such a problem might be a situation in which a new child has been assigned to he class whom his feels is inappropriately placed. Another example would be a situation in which a teacher has a child who needs perceptual training and the budgetary restrictions prohibit the purchase of commercially prepared materials.

In order for you to help the teacher you need some information. For example, you need to know:

- how the teacher perceived the problem
- previous attempts by the teacher to resolve the problem
- how long the problem has persisted
- what are the ramifications of the problem in terms of other people, e.g., students, administrators, teachers, parents, etc.
- what are the immediate consequences of the problem
- how much effort the teacher is willing to personally invest to resolve the problem

You can probably obtain most of this information through conversation with the teacher. It is not necessary to formally present each question; however, you do need the information

4.2.1.1.B (continued)

if you are to be of assistance to him By the time a teacher decides that additional help or consultation is necessary he has given considerable thought to the problem and will volunteer much of the information you are seeking. The important point is to maintain a relationship with the teacher which allows him to freely discuss his problem.

Resource File 4.2.1.1.B contains an audio tape of a discussion between a consultant and a teacher. Listen to the tape and then answer the following question:

1. What was the teacher's problem?

    a. What did the consultant do to help the teacher clarify her problem?

    b. What additionally could the consultant have done to assist the teacher in more clearly describing her problem?

2. What had the teacher done in an attempt to resolve her problem?

    a. Was her attempt to resolve her problem reasonable?

    b. What else could she have done?

3. Who is affected by the problem?

    a. Who is most directly affected by the problem?

4.2.1.1.B (continued)

b. Would you speculate that the others share the teacher's concern for the problem?

4. How serious is the problem?

a. Did the consultant help the teacher explore the seriousness of the problem?

b. What did the consultant do to help the teacher develop a perspective on the seriousness of the problem?

5. Did the session result in any decisions or closure?

a. What did the consultant do to bring closure to the session?

b. Do you agree with the consultant's action?

c. If not, what would you have done?

4.2.1.1.C

The two preceding activities have required you to look at teachers and their problems from two perspectives, namely, performance problems in which the teacher lacks a particular skill and problems which are instructional in nature but not necessarily related to teaching skills. In this activity you are to prepare a

4.2.1.1.C (continued)

plan which includes the specific steps you would go through with a teacher in helping him analyze problems. You may use an outline format or flow chart procedure. If you elect the flow chart approach but are not skilled in this task, refer to activity _____. In specifying the steps you would follow in helping a teacher analyze his problems be specific and place them in a sequence. Even though it is probably not feasible, assume that in an actual consultation situation you will be able to adhere to a prescribed set of steps. Present your plan to your instructor and be prepared to justify the steps and sequence.

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.1 The trainee will be able to apply a form of problem analysis to instructional problems.

Activity No.	*Evaluation Criteria*
4.2.1.1.A	In this activity, the trainee is asked to read the reference Analyzing Performance Problems by Mager and Bipe and to construct a checklist for assessing the performance problems of teachers using the four major headings in Mager, pp. 101-105. The major headings are: 1. "He isn't doing what he should be doing." (behavior does not follow specifications) 2. A skill deficiency exists 3. No skill deficiency exists 4. "What should I do now?" (What solutions if any are needed?) The individual checklists and the questions raised therein will vary for each trainee; however, the trainee would do well to read this brief reference to familiarize himself with the systematic analysis developed by Mager.
4.2.1.1.B	This activity asks the trainee to analyze an audio tape recording of a curriculum consultant and a teacher to determine the nature of the problem, what steps the teacher has taken in resolving the problem, and how the consultant can be of assistance. The instructor should preview the audio tape to get a frame of reference with which to discuss with the trainee.
4.2.1.1.C	In this activity the trainee is asked to prepare a sequential list of steps that he would follow in helping a teacher with an instructional problem. While each list will vary, the following is an example of what the list might contain: 1. Have the teacher specify the nature of the problem. 2. Determine how long the problem has persisted. 3. Have the teacher list the kinds of methods or strategies that he has used in attempting to solve the problem. 4. If possible, an attempt should be made to personally observe the situation as described by the teacher to note: a. teacher behavior-- attitude b. teacher-- student interaction c. student-- peer interaction . materials

Competency Component: 4.2.1 To assist traineesin developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.1 The trainee will be able to apply a form of problem analysis to instructional problems.

Activity No.	*Evaluation Criteria*
4.2.1.1.C (continued)	5. After careful analysis of the situation, the consultant should have observed some problem areas. 6. He should now be able to offer a variety of concrete suggestions that will aid both the teacher and the learner. 7. Follow-up procedures 8. Possible revisions (if any)

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.2 The trainee will be able to establish a conference climate which encourages teachers to discuss their problems.

Enabling Activities	*Resources*	*Comments*
4.2.1.2.A Unless a teacher is willing to discuss his teaching problem with you, you will not have an opportunity to assist him At least two situations have to exist: (1) he must be aware of you as a resource and be willing to ask for assistance, and (2) you must be able to create an atmosphere which makes him feel at ease in conferring with you. Both of these tasks require purposeful planning on your part. Your visibility and availability may well result from your doing a good job in establishing rapport with teachers during conferences and casual conversations. This activity is aimed at the rapport question. Certainly teachers, as well as consultants, vary in personality traits. Some persons are naturally very responsive and relate well to most people. They are somewhat outgoing and experience no difficulty in engaging others in conversations and in making others feel at ease. While these innate qualities cannot be denied, the interaction between a teacher with a problem and a consultant desirous of assisting in		

4.2.1.2.A (continued)

resolving the problem introduces some dynamics which warrant being considered in preparation for the conference experience. If we assume that the teacher has not previously sought assistance from you then you must recognize that in addition to holding expectation for you as a helper you also represent an unknown quantity to him Thus, your efforts in establishing rapport are incorporated in your overall style or behavior as a consultant. Specifically, however, they deploy at the point you become aware that a teacher needs your assistance. This may occur as a result of a referral, a personal call from the teacher, or your incidentally becoming aware of his problem. Whether you initiate the contact or he initiates the contact, it is important to be as non-threatening as possible.

Although certain suggestions will be offered in this activity, it is not reasonable to suggest that a particular style will work for all persons. You must adopt a consultation style which is compatible with your general behavior. The task is primarily one of first becoming aware of how you are perceived by others in your consultation role and then making a determination of what you can do to improve your ability to make people comfortable in your presence and to carry out the consultation experience.

4.2.1.2.A (continued)

In this activity you will analyze two video tapes of consultation situations and also tape yourself as you conduct a consultation experience.

Following is a list of suggestions for establishing a consultation climate conducive to a healthy interaction with teachers on their problems. Review the list and add others which you feel should be included; then transform the list to a checklist format to be used in evaluating the two video tapes. After reviewing the tapes, submit your review to your instructor.

Following consultation with your instructor prepare a three minute tape which illustrates your initiating a conference with a teacher. The emphasis should be on your behavior. Apply your checklist to your tape and present the tape along with the review to your instructor.

Suggestions

1. Be alert for cues that the teacher is anxious about meeting with you.

2. Be prompt in meeting your scheduled appointment. If it is necessary to delay the conference, be sure that the teacher is notified in sufficient time to avoid inconveniencing him.

4.2.1.2.A (continued)

3. Take time for casual comments. While you don't want to devote a disappropriate amount of time to conversation it is helpful in many cases to divert the teacher's concern from the problem momentarily.

4. It is important to focus specifically on the problem. At what point this occurs depends on your approach of the situation. It may occur in 1-2 minutes. In other situations the teacher may not appear at ease, and you will want to devote 10-15 minutes in discussion unrelated to the problem. However, the purpose of the conference is to help the teacher resolve a problem. Thus, you need to, within reason address the problem as quickly as possible.

5. Reinforce the teacher during his description of the problem. This can be done by acknowledging the importance of the problem or limited resource, if this relates to the problem. Your emphasis should be on encouraging him to discuss the problem. At the same time you must be careful that you are not reinforcing an inappropriate teaching behavior. For example, if the problem proves to be directly related to a mistake made by the teacher you would not want to reinforce the teacher for making the mistake. Thus, address your

4.2.1.2.A (continued)

efforts at reinforcement to encourage his discussion rather than to encourage his behavior relating to the problem until you have more information.

6. Listen carefully; avoid showing a lack of interest in him or his problem.

7. Try to prevent interruptions such as phone calls or casual visitors during the conference.

8. Ask specific questions. At times it may be necessary to ask questions just to help the teacher more adequately describe the problem.

9. Allow the teacher to relate her attempts to resolve the problem.

10. Encourage her to contribute to identifying alternative actions.

11. Don't end the conference without some closure on a plan. Be sure both understand the plan.

Competency Component: 4.2.1. To assist trainees in developing techniques which help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.2. The trainee will be able to establish a conference climate which encourages teachers to discuss their problems.

Activity No.	*Evaluation Criteria*
4.2.1.2.A	This activity is vitally concerned with the establishment of rapport between the consultant and the teacher. To aid in this, the trainee is asked to transform the suggestions found in the activity into checklist form. This form is then to be applied to a three minute audio tape illustrating the trainee's initiation of a conference with a teacher. The following is an example of a potential checklist: 1. Teacher is: nervous ____; defensive____;fidgety____;uneasy____. 2. Arrived: on time____; late____. 3. Noted something interesting about: a. the room _____ b. dress _____ c. the weather ____ 4. Specifically focused on problem___ Avoided the problem ____ 5. Positively reinforced teacher ____ Negatively reinforced teacher ____ 6. Listened attentively to teacher ____ Showed lack of interest ____ 7. Interruptions during conference: yes____ no____ 8. Specific questions helped to delineate the problem: yes____ no ____ 9. Teacher presented plans to solve the problem ____ 10. Asked teacher for alternatives: yes____ no ____ 11. Provided closure with a plan of action: yes____ no ____

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.3 The trainee will be able to interpret teachers' stated problems.

Enabling Activities	*Resources*	*Comments*
4.2.1.3.A One of the critical communication problems which occurs between consultants and teachers involves interpretation of what transpires. Too often a consultant assumes that he understands what the teacher is reporting and acts accordingly only to learn later that he has mininterpreted the teacher's comments. Both parties must clearly understand the other; also, both must understand that which took place. If a curriculum consultant is knowledgeable of the problems encountered by teachers and if he himself has a teaching background, then terminology and teaching "jargon" should not present a communication barrier. But teachers, like people in general, vary in their ability to clearly express themselves. This is particularly true in stressful situations. Most of your contacts with teachers will center around problem situations. In general, the teacher will have exhausted his personal resources in dealing with the problem. Thus, he may very well be distressed by the problem. At the same time his history of coping with the	4.2.1.3.A Resource File 4.2.1.3.A a. 3 minute video tape b. 3 minute audio tape c. 2 page report from a teacher	

4.2.1.3.A (continued)

problem should have resulted in her being knowledgeable of all aspects of the problem.

In most cases you will be provided some advance information regarding the teacher's concern. You should take advantage of this information and acquaint yourself with the information that is available to you. For example, if the teacher indicates that he wants to confer with you regarding the lack of progress on the part of a particular child, you might review the child's cumulative record in advance. Or if he indicates that he wants to discuss some problems he is encountering with his Language Arts program, you could review the material he is using in advance.

The purpose of preparing yourself is not to make advance solutions; rather it is to provide you a frame of reference regarding the problem the teacher will be elaborating on during your conference. Listening is an important key to accurate interpretation. Thus, make use of your frame of reference by listening closely to the teacher's comments. Rarely will a person be able to clearly enunciate all aspects of a problem to the degree that the second person accurately perceives all of the information. It is important to listen, form an interpretation and check it out. Don't hesitate to ask questions. Your questions and comments are the teacher's only

4.2.1.3.A (continued)

feedback on your understanding of the problem he has described. Too often a consultant will make a premature judgment on what is being described to him. One technique which is helpful is to paraphrase your interpretation of the problem and allow the teacher to react to your verbal description of the problem. Unless you clearly understand the teacher's problem you may poorly advise the teacher or suggest actions which may add to the problem. As a consultant you want to avoid developing a reputation as a person who doesn't listen or who comes off as a "know-it-all." Keep in mind that your success as a curriculum consultant, at least your success in working with teachers, is greatly dependent on how teachers perceive you.

Resource File 4.2.1.3.A contains a video tape, an audio tape, and a written description of a teacher's problem. Review each description and prepare a written statement of your perception of the teacher's problem.

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.3 The trainee will be able to interpret teacher's stated problems.

Activity No.	*Evaluation Criteria*
4.2.1.3.A	In this activity, the trainee should be able to identify problems utilizing the source in Resource File 4.2.1.3.A. The trainee should be able to offer specific suggestions and/or raise questions that will aid in providing solutions to the problem. The following factors should be considered in completing this activity: Level 1 Interindividual Analysis Level 2 Intraindividual Analysis Level 3 Identification of a problem (What are the strengths and weaknesses?) Level 4 What modality (modalities) and procedures are employed by the student in problem-solving activities? Level 5 What instructional materials have been employed by the teacher? a. Which were successful? (Explain) b. Which were not successful? (Explain) Level 6 What type of instructional materials would you recommend in preparing future strategies?

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.4 The trainee will be able to assist teachers in looking at all dimensions of their particular problems.

Enabling Activities	*Resources*	*Comments*
4.2.1.4.A Assuming that you are successful in establishing a climate conducive to open discussion with a teacher and allowing the teacher to clearly describe his problem, you still are faced with the task of helping the teacher look at all aspects of the problem. Frequently, a teacher's perspective of a problem may be influenced by his personal involvement. It is important that the consultant avoid merely delineating the various aspects of the problem; rather, the teacher should be a participant in exploring his own problem. As a consultant, you can play an important role in assisting the teacher with this task. Keep in mind one of your goals as a consultant is to encourage independent teacher behavior in resolving problems. Thus, your concern should be for developing problem analysis skills on the part of the teacher as well as on resolving the problem.		

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.4 The trainee will be able to assist teachers in looking at all dimensions of their particular problems.

Activity No.	*Evaluation Criteria*
4.2.1.4.A	The trainee was asked to complete the following assignment: Utilizing the activity in 4.2.1.3.A as a base, provide specific procedures and materials that could be utilized for each of the assessment levels identified. The following guide should be helpful in assessing this activity: Level 1 Interindividual analysis--what individual or group tests should be selected to assess the learner's level of functioning? Level 2 Intraindividual analysis-- what individual achievement tests should be selected to ascertain information regarding tool subject areas (strengths and deficits)? Level 3 Identification of problem--a specific problem should be identified using the data obtained from levels 1 and 2. Level 4 What modality (modalities) or procedures are employed by the student in problem-solving activities? We want to be able to identify those channels that maximize learning. Level 5 What instructional materials have been employed by the teacher? a. Which were successful? (explain) Perhaps the teacher utilized a programmed reading approach and found that such a format allowed the child to experience success, immediate reinforcement, and self-pacing. b. Which were not successful? (explain) The same student, when exposed to a group learning situation did not experience success or immediate reinforcement since the material emphasized "power" rather than self-pacing. Level 6 What type of instructional materials would you recommend in preparing future strategies? The trainee's response to this level should depend on the following criteria: a. What is the child's level of functioning? b. What channels does the child rely on in acquiring information? c. Motivational quality of the material? d. Is reinforcement an integral part of the material?

Competency Component: 4.2.1 To assist trainees in developing techniques which will help teachers describe their instructional problems.

Behavioral Objective: 4.2.1.4 The trainee will be able to assist teachers in looking at all dimensions of their particular problems.

Activity No.	*Evaluation Criteria*
4.2.1.4.A (continued)	e. Other factors to be considered. The above should only serve as a guide and should not be misconstrued as an exact model to be followed.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objectives:

4.2.2.1 The trainee will be able to identify instructional problems which directly result from learner characteristics.

4.2.2.2 The trainee will be able to identify instructional problems which directly result from ineffective teaching methods.

4.2.2.3 The trainee will be able to identify instructional problems which directly result from materials being used.

4.2.2.4 The trainee will be able to identify instructional problems which directly result from attitudes or behavior of the teacher

4.2.2.5 The trainee will be able to identify instructional problems which directly result from the classroom organization.

4.2.2.6 The trainee will be able to identify instructional problems which directly result from home and community situations.

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.1 The trainee will be able to identify instructional problems which directly result from learner characteristics.

Enabling Activities	*Resources*	*Comments*
4.2.2.1 A major skill required of the curriculum consultant is one of being able to analyze problems. This is an important step in the chore of providing good consulting services. The greatest problems occurring in the classroom are those of the instructional type. Recognition that they are instructional problems, per se, is not enough because instructional problems may be caused by various factors. It is the identification of these factors which will lead to the resolution of the problem.	4.2.2.1 Resource File Problems that may interfere with learning. From M.A. Young, Teaching Children with Special Learning Needs. New York: John Day Co., 1967. Essential principles: the keys to meeting instruction related problem. From S.G. Callahan, Successful Teaching in Secondary Schools. New York: Scott, Foresman, 1966.	
4.2.2.1.A Read the cited references and develop an understanding of instructional problems which directly result from learner characteristics.	4.2.2.1.A Resource File Working with the retarded. From R.M. Thomas & S.M. Thomas, Individual Differences in the Classroom. New York: David McKay Co., 1965.	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.1 The trainee will be able to identify instructional problems which directly result from learner characteristics.

Enabling Activities	*Resources*	*Comments*
4.2.2.1.B Having developed an understanding of the factors which can be the cause of instructional problems in the classroom, you now should be able to apply this to specific situations. Read Resource File 4.2.2.1.B which describes various instructional problems in the school situation. Apply the knowledge you have gained from the previous activity and identify the factors which cause the various instructional problems described. Remember this activity is to identify the sources of the problems, not to remediate them.	Resource File 4.2.2.1.B	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.1 The trainee will be able to identify instructional problems which directly result from learner characteristics.

Activity No.	*Evaluation Criteria*
4.2.2.1.A	The trainee was asked to read the cited references in Resource File 4.2.2.1.A* and to develop an understanding of instructional problems which directly result from learner characteristics. The following learner characteristics should be taken into consideration in the completion of this activity: 1. Level of intellectual functioning 2. Physical concomitant (if any) 3. Social attributes and inadequacies 4. Emotional stability 5. Ethical ramifications 6. Other factors that effect the learning process
4.2.2.1.B	The trainee was asked to read the Resource File 4.2.2.1. and complete the following assignment. Example: Activity: Apply the knowledge you have gained from the previous activity and identify the factors that cause the various instructional problems described. The trainee was cautioned to keep in mind that this activity was to identify the sources of the problem, not to remediate them.) Response: 1. Level of functioning - IQ range of 57-82, mean IQ 73 2. Physical concomitants- appears to be none 3. Social attributes or inadequacies-Clayton's siblings in EMR classes also, they are not accepted by peers 4. Emotional stability - Although Clayton has abilities in several tool subjects his emotional instability (constant fighting) is a threat to his school career 5. Ethical ramifications- does not pertain to Clayton 6. Others: a. What disciplinary action taken by counselor, principal, and parents? *The references by Young and Callahan were included to provide an overview of general instructional problems that may be manifested in the classroom.

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.2 The trainee will be able to identify instructional problems which directly result from ineffective teaching methods.

Enabling Activities	*Resources*	*Comments*
4.2.2.2.A Read the cited references and develop an understanding of instructional problems which directly result from ineffective teaching methods. In addition to the cited references, the trainee is to reread the reference in Resource File 4.2.2.1. and be able to identify specific problems related to ineffective teaching methods.	4.2.2.2.A Resource File Primary methodological concerns. From R.M. Smith Clinical Teaching: Methods of Instruction for the Retarded. New York: McGraw-Hill, 1968. How do we teach the child? From M. Egg, Educating the Child Who is Different. New York: John Day Co., 1968. Resource File 4.2.2.1	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.2 The trainee will be able to identify instructional problems which directly result from ineffective teaching methods.

Activity No.	*Evaluation Criteria*
4.2.2.2.A	In this activity, the trainee is asked to read the cited references and develop an understanding of instructional problems which directly result from ineffective teaching methods. The references provide positive procedures to follow regarding teacher strategies. The trainee is now asked to reread the reference in Resource File 4.2.2.1 and be able to identify specific problems related to ineffective teaching methods. Example: Ms. Creighton uses a lecture- demonstration- seatwork approach when concrete, manipulatable materials would be more appropriate.

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.3 The trainee will be able to identify instructional problems which directly result from materials being used.

Enabling Activities	*Resources*	*Comments*
4.2.2.3.A Read the cited references and develop an understanding of instructional problems which directly result from materials being used. 4.2.2.3.B The trainee is to reread Resource File 4.2.2.1. and identify problems related to materials. This information enable the trainee to get a perspective of the specific problem regarding materials.	4.2.2.3.A Resource File A proposed model for selecting, modifying, or developing instructional materials for handicapped children. Focus on Exceptional Children, 1970, 1(90), 1-9. The systematic selection of instructional materials based on an inventory of learning abilities and skills. Exceptional Children, 1970, 36. Some negelected criteria in the selection of materials for mentally retarded pupils. Teaching Exceptional Children, 1969, 2(1) 13. Questions teachers should ask in choosing instructional materials. Teaching Exceptional Children, 1968, 1, 21-23. From Dr. Bernardis, The Use of Instructional Materials, 1960. Resource File 4.2.2.1	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.3 The trainee will be able to identify instructional problems which directly result from materials being used.

Activity No.	*Evaluation Criteria*
4.2.2.3.A	The trainee is asked to read the cited references and develop an understanding of instructional problems which directly result from materials being used.
4.2.2.3.B	To demonstrate an understanding of instructional problems, the trainee is to reread Resource File 4.2.2.1 and identify problems related to materials. Example: Ms. Creighton is using the Peabody Level 3 with a child (John) who comes from a Spanish speaking home: 1. The level is too high 2. Does not meet John's interest or needs--materials seemingly meet only the teacher's need The trainee should review Resource File 4.2.2.1 to get a perspective of the specific problem regarding materials as cited in this reference.

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.4 The trainee will be able to identify instructional problems which directly result from attitudes or behavior of the teacher.

Enabling Activities	*Resources*	*Comments*
4.2.2.4.A Read the cited references and develop an understanding of instructional problems which directly result from attitudes or behaviors of the teachers.	4.2.2.4.A Resource File Ryans, D. Characteristics of Teachers. Washington, D.C.: American Council on Education, 1960, 88-91. Combs, A.W. The Professional Education of Teachers. Boston: Allyn & Bacon, 1965, 55-56.	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.4 The trainee will be able to identify instructional problems which directly result from attitudes or behaviors of the teacher.

Activity No.	*Evaluation Criteria*
4.2.2.4.A	The trainee is asked to read the cited references and to identify the specific attitudes of teachers cited in the Combs article. In addition, the trainee should be able to demonstrate his understanding of how teacher attitude or behavior can cause instructional problems. The trainee should briefly review Resource File 4.2.2.1 from this perspective to establish a frame of reference with which to discuss the trainee's analysis of these kinds of problems. The following should be helpful in evaluating the activity: 1. The teacher's internal frame of reference as opposed to external frame of reference 2. A teacher's concern for people rather than things or situations 3. Teacher's concern for current causation factors rather than past forces 4. Teacher's perception of others as being friendly as opposed to threatening 5. Teacher's view of the internalized locus of control of individuals as opposed to externalized locus of control 6. Teacher's perception of the individual's self-worth 7. The good teacher perceives others as dependable and trustworthy 8. The good teacher views others as important human resources and not as sources of aggravation 9. The good teacher is concerned with the responses of others An example of behavior that leads to an instructional problem is: Ms. Creighton's constantly nagging or reprimanding of John for being stubborn. This action is not constructive or productive for the student, the teacher or the class.

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.5 The trainee will be able to identify instructional problems which directly result from the classroom organization.

Enabling Activities	*Resources*	*Comments*
4.2.2.5.A Read the cited references and develop an understanding of instructional problems which directly result from classroom organization.	4.2.2.5.A The classroom as a positive environment. From M.A. Young, Teaching Children with Special Learning Needs. New York: John Day Co., 1967. Suggestions for Equipping Rooms for Exceptional Children. Austin, Texas: Texas Education Agency, Division of Special Education. The school environment--physical plan, supplies, equipment. From B.B. Baumgartner & Katherine Lynch, Administering Classes for the Retarded. New York: John Day Co. 1967.	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teachers characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.5 The trainee will be able to identify instructional problems which directly result from the classroom organization.

Activity No.	*Evaluation Criteria*
4.2.2.5.A	Here, the trainee is asked to read the cited references and to demonstrate an understanding of classroom organization as a potential cause for instructional problems by reading Resource File 4.2.2.1 and specifically identifying problems with classroom organization that result in instructional problems. The trainee should briefly review Resource File 4.2.2.1 from this perspective so that he may adequately discuss the various problems that stem from classroom organization and specifically the classroom organization problems found in this Resource File as a potential for the problems encountered by Ms. Creighton. Examples of classroom organization that is incompatible with maximum learning efficiency is teaching the class as a whole VS small groups based on ability or individualized instruction.

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teacher characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.6 The trainee will be able to identify instructional problems which directly result from home and community situations.

Enabling Activities	*Resources*	*Comments*
4.2.2.6.A Read the cited references and develop an understanding of instructional problems which directly result from home and community situations.	4.2.2.6.A Resource File The learner and his family. From H.C. Lindgen, Educational Psychology in the Classroom. New York: John Wiley, 1967.	

Competency Component: 4.2.2 To assist trainees in identifying problems related to specific sources such as the learner, teaching methods, materials, teachers characteristics, classroom environment, peers, and extra-school factors.

Behavioral Objective: 4.2.2.6 The trainee will be able to identify instructional problems which directly result from home and community situations.

Activity No.	*Evaluation Criteria*
4.2.2.6.A	In this activity, the trainee was asked to read the cited references and develop an understanding of instructional problems which directly result from home and community situations. The trainee should demonstrate his understanding by identifying specific home or community problems that are the direct cause of instructional problems in Resource File 4.2.2.1. Prior to discussing this activity with the trainee, the trainee should briefly review Resource File 4.2.2.1, analyzing it in terms of community and/or home situations that are direct causes of instructional problems. Examples of a home problem that directly causes an instructional problem is John's language problem, in as much as he comes from a Spanish-speaking home.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.2.3 To assist trainees in developing techniques for helping teachers pinpoint problem sources.

Behavioral Objectives:

4.2.3.1 The trainee will be able to identify interview and questionnaire techniques.

4.2.3.2 The trainee will be able to elicit information on the identified problems from teachers.

Competency Component: 4.2.3 To assist trainees in developing techniques for helping teachers pinpoint problem sources.

Behavioral Objective: 4.2.3.1 The trainee will be able to identify interview and questionnaire techniques.

Enabling Activities	*Resources*	*Comments*
4.2.3.1 As a curriculum consultant you will be called upon to assist teachers with a multitude of problems. Perhaps more important than helping teachers to resolve these problems is the ability to help teachers pinpoint the sources of their problems. Pinpointing problems is an obvious prerequisite to the resolution of problems.		
4.2.3.1.A There are a variety of techniques which can be employed to elicit information necessary to pinpointing problems. One of these techniques is the use of interviews and/or questionnaires. 1. Read Resource File 4.2.3.1.A to gain an understanding of the use of interview and questionnaire techniques. 2. From the information you have read summarize the interview and questionnaire techniques applicable to elicit ing information from teachers concerning identified problems. Discuss the application of each technique, noting its advantages and disadvantages.	4.2.3.1.A Resource File 4.2.3.1.A Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S.W. Research Methods in Social Relations. New York: Holt, 1969, 546-587.	4.2.3.1.A As with the resource for activity 4.2.3.1.A, This reading is not directed specifically at the application of techniques within school. However, the process is generic.

Competency Component: 4.2.3 To assist trainees in developing techniques for helping teachers pinpoint problem sources.

Behavioral Objective: 4.2.3.2 The trainee will be able to elicit information on the identified problems from teachers.

Enabling Activities	*Resources*	*Comments*
4.2.3.2.A The use of behavioral checklists is a technique often employed in obtaining information for pinpointing the sources of educational problems. Checklists may vary in content and degree of comprehensiveness depending on what type of problem is being diagnosed. Behavioral checklists are a tool which may be used with other tools and techniques, e.g., an interview. A checklist is most often employed in observation (refer to activity 4.1.3.1.A for a refresher on observation techniques, if necessary). 1. Resource File 4.2.3.2.A (1) contains a number of behavioral checklists. Examine each of these, taking particular note as to what types of problems they would help to pinpoint. 2. Contained in Resource File 4.2.3.2.A (2) is a hypothetical problem as may have been identified by a teacher. Study the problem and develop a checklist which would elicit information necessary to pinpointing the source of the problem.	4.2.3.2.A Resource File 4.2.3.2.A (1) Resource File 4.2.3.2.A (2)	Because behavioral checklists are usually used in conjunction with other techniques, you probably will not be able to specifically pinpoint the source of this problem. However, you should be able to narrow the problem down to a point where other techniques may be employed.

Competency Component: 4.2.3 To assist trainees in developing techniques for helping teachers pinpoint problem sources.

Behavioral Objective: 4.2.3.1 The trainee will be able to identify interview and questionnaire techniques.

Activity No.	*Evaluation Criteria*
4.2.3.1.A	The trainee was asked to read the cited reference is Resource File 4.2.3.1.A in order to gain an understanding of the use of interview and questionnaire techniques. In the second activity, the trainee was asked to summarize the interview and questionnaire techniques applicable to eliciting information from teachers concerning identified problems (noting the advantages and disadvantages, if any). The following should be helpful in evaluating this assignment: Questionnaire Construction 1. Making a decision as to what information is to be obtained 2. Selecting the type of questionnaire to be employed 3. Developing a first draft of the questionnaire 4. Ongoing evaluation of questions in order to determine if revision(s) are necessary 5. Edit the questionnaire to maintain continuity of determined objectives 6. Articulating procedures for specific implementation Interviewing Techniques 1. Providing a favorable environment (positive rapport) 2. Asking purposeful questions 3. Obtaining responses 4. Recording the responses 5. Should be certain that questions have elicited responses which are a representative sample of the person's behavior
4.2.3.2.A	This behavioral objective was adequately dealt with in 4.1.3.1.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.2.4 To assist trainees in devising alternative solutions to instructional problems.

Behavioral Objectives:

4.2.4.1 The trainee will be able to develop alternative solutions to instructional problems.

4.2.4.2 The trainee will be able to predict the possible outcomes of given solutions.

Competency Component: 4.2.4 To assist trainees in devising alternative solutions to instructional problems.

Behavioral Objective: 4.2.4.1 The trainee will be able to develop alternative solutions to selected instructional problems.

Enabling Activities	*Resources*	*Comments*
4.2.4.1 Once the sources of problems have been identified, solutions to those problems may be formulated. While the notion of prescribing one obvious solution as a panacea for a given problem may be attractive, it is both deceptive and impractical. The notion is deceptive in that it implies that a given problem has only one right solution. It is equally impractical because teachers' approaches to the instructional process differ widely. Thus, a "good" solution in one instance may not be "good" in another. Reference File 4.2.4.1.A contains references on problem solving techniques with emphasis on developing alternative solutions.		
4.2.4.1.A Read the cited references to identify methods of developing alternative solutions to problems.	4.2.4.1.A Resource File Chapter six. From R. Schmuck, M Chesler, & R. Lippitt, Problem Solving to Improve Classroom Learning. Chicago: SRA, 1966	4.2.4.1.A Note: While the second reference does not deal specifically with educational problems, the material is none the less relevant.

Behavioral Objective Continued:

4.2.4.1.B

Using the problems described in Resource File 4.1.4.1.A develop least two alternative solutions for each of the identified problems.

4.2.4.1.A (continued)

Chapter Ten, From C.H. Kepner & B.B. Tregoe, The Rational Manager, New York: McGraw-Hill, 1965.

Competency Component: 4.2.4 To assist trainees in devising alternative solutions to instructional problems.

Behavioral Objective: 4.2.4.1 The trainee will be able to develop alternative solutions to selected instructional problems.

Activity No.	*Evaluation Criteria*
4.2.4.1.A and 4.2.4.1.B	The trainee was asked to read the cited references in Resource File 4.2.4.1.A and to identify methods of developing alternative solutions to problems. In the next activity the trainee was instructed to utilize the described problems in Resource File 4.1.2.2.A and to develop at least two alternative solutions to the identified problems. The following should be helpful in assessing this assignment: 1. Any alternative solutions should be based on sound empirical findings reported in the literature. 2. To be able to identify specific problems and to identify specific strategies 3. Identify the interaction of other factors contributing to the problem (a multi-dimensional approach). 4. In the final analysis, it may be necessary to solve two problems dealing with the most volatile problem. Example: In Case 1 the specific problem involves a language problem of gross violations of standard grammar and the use of profanity in the classroom. The teacher must decide which is the most volatile problem -- the profanity or gross violations. If the teacher chose to deal with the profanity problem, he may select the following two intervention techniques: 1. Time-out procedures as found in : Neisworth, J. and Smith, R. Modifying Retarded Behavior. Boston: Houghton - Mifflin Co., 1973. 2. Use of token reinforcement to reinforce the positive behaviors (communicating verbally without the use of profane vocabulary) Neisworth, J. and Smith, R. Modifying Retarded Behavior. Boston: Houghton-Mifflin Co., 1973.

Competency Component: 4.2.4 To assist trainees in devising alternative solutions to instructional problems.

Behavioral Objective: 4.2.4.2 The trainee will be able to predict the possible outcomes of given solutions.

Enabling Activities	*Resources*	*Comments*
4.2.4.2 While ideally the outcome of any given solution to a problem should be the elimination of that problem, many procedures may produce "side effects." Therefore, it is neccessary when developing alternative solutions to problems to be able to predict possible outcomes of those solutions. Analyzing solutions prior to implementation will help identify possible sources of future problems and may suggest special methods of implementation. The resource for activity 4.2.4.1.A also deals with predicting or anticipating outcomes. 4.2.4.2.A Review the references cited in 4.2.4.2.A as needed to determine techniques for predicting possible outcomes. 4.2.4.2.B Review the alternative solutions you developed in activity 4.2.4.1.B and apply the predictive techniques. Discuss the possible outcomes for each of the solutions.	4.2.4.2.A Resource File Access to references cited in 4.2.4.1.A	

I.M. #4.2 Page 53

Competency Component: 4.2.4 To assist trainees in devising alternative solutions to instructional problems.

Behavioral Objective: 4.2.4.2 The trainee will be able to predict the possible outcomes of given solutions.

Activity No.	*Evaluation Criteria*
4.2.4.2.A and 4.2.4.2.B	The trainee was instructed to review the sources cited in Resource File 4.2.4.2.A in order to determine techniques for predicting possible outcomes. In the last activity the trainee was asked to use activity 4.2.4.1.B as a base in applying the predictive techniques. The following should be helpful in evaluating this activity: Example: In Case 1 the specific problem involves a language problem of gross violations of standard grammer and the use of profanity in the classroom. If the teacher chose to deal with the profanity problem, he may select the following intervention technique: 1. Time-out procedures - should be used under strict conditions for example if the child is placed out in the hall, he will get attention that is rewarding to the behavior the teacher is attempting to extinguish. 2. The teacher may be inconsistent in implementing time-out procedures and, therefore, would confuse the child regarding the behaviors that result in "time-out".

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 4.0 Advising / Communication Processes

Competency 4.3 A curriculum consultant should be capable of establishing himself as a constant source of consulting help in contrast to the role of a problem solver.

May 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 123139

Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 4: Advising / Communication Processes

MODULE ELEMENT SCOPE:

In the previous two elements you were asked to be familiar with certain situations and identify specific problems. In contrast this module element contains activities which will involve you in ascertaining if a situation requires your consultive and how to go about implementing your help.

MODULE ELEMENT SPECIFICATIONS:

Competency 4.3: A curriculum consultant should be capable of establishing himself as a constant source of consulting help in contrast to the role of a problem solver.

Competency Components:

4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

4.3.2 To assist trainees in establishing follow-up services.

4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			4.3.1.1 The trainee will be able to differentiate counseling situations which are short-term from those requiring more long-term involvement of the consultant.	
			4.3.1.2 The trainee will be able to identify cues which suggest that teachers desire additional support.	
			4.3.2.1 The trainee will be able to analyze consultation to determine the need for follow-up services.	
			4.3.2.2 The trainee will be able to establish follow-up reporting procedures.	
			4.3.3.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.	
			4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teachers to make use of consulting services.	
			4.3.3.3 The trainee will be able to design procedures for obtaining access to consulting services outside the school.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

4.3.1.1.A

4.3.1.2.A

4.3.2.1.B

4.3.2.1.C

4.3.2.2.B

4.3.2.2.C

4.3.3.1.A

4.3.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

Behavioral Objectives:

4.3.1.1 The trainee will be able to differentiate counseling situations which are short-term from those requiring more long-term involvement of the consultant.

4.3.1.2 The trainee will be able to identify cues which suggest that teachers desire additional support.

Competency Component: 4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

Behavioral Objective: 4.3.1.1 The trainee will be able to differentiate counseling situations which are short-term from those requiring more long-term involvement of the consultant.

Enabling Activities	*Resources*	*Comments*
4.3.1.1.A Although a curriculum consultant will be able to establish resources and procedures which will be of assistance to teachers without the actual presence of the consultant, in practice, when the teacher is encountering problems, the situation frequently dictates personal involvement of the consultant. For this reason it is important that as a consultant you must be capable of differentiating between situations which warrant two or three personal conferences and situations which require more frequent involvement with the teacher. Keep in mind that the more personal involvement with a particular teacher required on your part reduces the number of teachers you can assist. It also limits the time available for leadership functions in curriculum development. While you don't want to mechanize or restrict your consultation services to teachers, you do want to be efficient so that you can modernize your services to the total program. This concern is also compatible with the goal of developing independence on the part of the teacher as a problem solver.	4.3.1.1.A Resource File 4.3.1.1.A VIMSET #4: Instructional Supervision VIMSET Associates P.O Box 24714 Los Angeles, California 90024	

Behavioral Objective Continued:

4.3.1.1.A (continued)

It would be an over-simplification to imply that these are two explicit rules to follow in determining which consultation situation can be handled in one session and which requires a sustained involvement by the consultant. We can at least look at this task from three dimensions and identify cues which will be helpful in making the determination. The first dimension centers on the teacher's personality characteristics. Teachers vary in terms of dependency, willingness to take directions, and general capability to follow through on suggestions. The second dimension relates to the teacher's situation and the resources available to him. There is also the question of how serious the problem is. Obviously the seriousness of the problem is closely related to the teacher's personality traits and the nature of his working situation. A problem may be serious with one teacher and warrant you working closely with him over a period of time,but another teacher encountering the same problem may be able to contribute more himself to resolving the problem and, consequently, will require less of your time.

You will not be able to operate on the assumption that problems related to materials selections are low order problems easily resolved in one session while problems related to assisting a teacher in determining where a child ought to be placed in a

4.3.1.1.A (continued)

program are more serious problems necessitating several conferences. You will need to become sensitive to the personality characteristics of the teachers with whom you work, as well as familiar with the kinds of problems they encounter and how resolvable these problems are.

In this activity you have two tasks to perform:

1. Identify two references which you feel are addressed to the task of determining which consultation situation requires more of your personal involvement as a consultant. Don't restrict yourself to literature only in education. Look at industry and counseling as well as education.

2. Resource File 4.3.1.1.A contains a slide tape series. Review the tape and complete the exercise. Then view the slide series again with your instructor. Discuss your responses.

Competency Component: 4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

Behavioral Objective: 4.3.1.1 The trainee will be able to differentiate counseling situations which are short-term from those requiring more long-term involvement of the consultant.

Activity No.	*Evaluation Criteria*
4.3.1.1.A	In this activity, the trainee was asked to locate two articles pertaining to the role of the consultant and to view the VIMSET entitled "Instructional Supervision." The trainee is asked to complete the excercises contained therein. The following should be helpful in evaluating this activity: A. Function one: A criterion-referenced supervisor acting in a consultant role will be viably concerned with more pertinent educational objectives. 1. Identify constraints in the curriculum. 2. Operationally define the objectives. 3. Devise alternative objectives. 4. Each potential objective should be properly evaluated and decisions made prior to implementation. B. Function two: The supervisor who is criterion-referenced oriented assists the teacher in satisfying her instructional objectives. 1. Through objective observation, he attempts to determine if the predetermined objectives have been met. 2. Obtains evidence as to their satisfaction or not 3. Tries to observe if in the process of satisfying the objective, other undesirable events have been manifested 4. He suggests other alternatives for satisfying those unachieved objectives. The criterion-referenced supervisor has two main functions: 1. Help teachers select more appropriate objectives for their students. 2. Help teachers satisfy the objectives they set for their students. The trainee was also asked to identify two references that might be helpful in the task of consultation. Although the references that are submitted will vary depending on the particular articles selected by the trainee, the instructor should review and approve so that these references can be added to the resources. The following journals are examples of the type that might be utilized in this activity:

Competency Component: 4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

Behavioral Objective: 4.3.1.1 The trainee will be able to differentiate counseling situations which are short-term from those requiring more long-term involvement of the consultant.

Activity No.	*Evaluation Criteria*
4.3.1.1.A (continued)	1. Phi Delta Kappan 2. Business and Training 3. Educational Technology 4. Focus on Exceptional Children 5. Business Week 6. Others

Competency Component: 4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

Behavioral Objective: 4.3.1.2 The trainee will be able to identify cues which suggest that teachers desire additional support.

Enabling Activities	*Resources*	*Comments*
4.3.1.2.A Whether or not a particular teacher wants additional help from you following the initial conference is not always obvious. Some teachers will openly ask for follow-up meetings or additional help; others will want help but not ask for it. In these cases you might assume he wants more assistance and often it results in him accepting your offer even though he might prefer to operate independently. The teacher's preference for help is important to determine. If a teacher feels he needs additional help,it should be provided. On the other hand, situations may occur when such help should be provided even though the teacher may not desire further assistance. The key to identifying cues which suggest that a teacher wants additional help is to become a good observer. What often happens is that the consultant becomes preoccupied with discussing the teacher's problem that he overlooks the importance of observing the general behavior of the teacher. If	4.3.1.2.A Resource File 4.3.1.2.A video and audio tape	

Behavioral Objective Continued:

4.3.1.2.A (continued)

you are alert to the teacher's responses and general affect you can pick up cues regarding his interest in additional help. If he appears to have exhausted all ideas on resolving the problem and is disturbed over his inability to solve the problem, this might indicate that he wants you to be accessible as he tries the plan evolving from your session. He might also make comments which hint at a request for more help. Many times the cues will be subtle and require your close attention to be detected.

Your assignment is to interview a person in the public schools who functions in a consultative capacity with teachers. Persons such as consultants, principals and supervisors would fall into this category. The purpose of this interview is to find out what to look or listen for to determine if the teacher wants additional help. Explain to them that we are assuming that the teacher came to them for help, and we are interested only in identifying cues that suggest he want additional help. Mention to the interviewee that the teacher may need help but not want help.

After completing the interview, prepare a checklist including the ideas obtained from the interview and your own ideas which could be used in determining whether or not a teacher desires additional help. Confer with your instructor regarding your

Behavioral Objective . Continued:

4.3.1.2.A (continued)

checklist; then review the video and audio tape in Resource File 4.2.1.3.A Use the checklist in rating these resources.

Competency Component: 4.3.1 To assist trainees in specifying those features definitive of a continuing support role of a consultant.

Behavioral Objective: 4.2.1.2 The trainee will be able to identify cues which suggest that teachers desire additional support.

Activity No.	*Evaluation Criteria*
4.3.1.2.A	The trainee was to interview a person in the public schools who functions in a consultative capacity with teachers. The purpose of the interviews was to find out 1) what to look for and, 2) what to listen for when trying to determine if a classroom teacher desires additional support. Following the interview the trainee was to prepare a checklist of factors which could be applied in determining a teachers desire for supplemental assistance. After the checklist has been completed, the trainee is to share it with his SECTraC advisor. At this time the SECTraC advisor should peruse the final checklist, looking especially for gross omissions, or items which you recognize from your experience as poor indicators of a desire for additional help. Finally, after both the SECTraC advisor and the trainee are satisfied with the final checklist, the trainee is to utilize Resource File 4.2.1.3.A consisting of video and audio tapes to list the applicability of his checklist.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.3.2 To assist trainees in establishing follow-up services.

Behavioral Objectives:

4.3.2.1 The trainee will be able to analyze consultation to determine the need for follow-up services.

4.3.2.2 The trainee will be able to establish follow-up reporting procedures.

Competency Component: 4.3.2 To assist trainees in establishing follow-up services.

Behavioral Objective: 4.3.2.1 The trainee will be able to analyze consultation to determine the need for follow-up services.

Enabling Activities	*Resources*	*Comments*
4.3.2.1.A All too often a consultant is viewed merely as a troubleshooter called upon to resolve a pressing problem often on a one-shot basis. This overly simplistic appraisal of the role is particularly damaging to the curriculum consultant who must not only be on-call, but must also function as a diagnostician. That is, to be maximally efficient the curriculum consultant must be able to: 1. identify existing problems, 2. anticipate potential areas of conflict, and 3. facilitate resolution of those difficulties brought to his attention. Just as the curriculum consultant must be adept at these pre-intervention activities, he must also be capable of extending his services beyond the point at which he participates in problem resolution. Specifically, he must be capable of establishing follow-up services.		

Behavioral Objective Continued:

4.3.2.1.B

View the SECTraC designed slide-tape presentation titled, "The Role of the Curriculum Consultant in Establishing Follow-up Services." Take notes on the information presented in this slide-tape set.

4.3.2.1.C

You have previously utilized this Resource File(#4.2.1.3.A) to investigate your perceptions of teacher stated problems through each of these modes of information input.

Now, again view/listen/read the contents of this Resource File, and using the information conveyed in the slide-tape presentation, "The Role of the Curriculum Consultant in Establishing Follow-up Services."

a. Prepare a written justification for needed services in each teacher stated problem situation.

b. List the factors that might inhibit the establishment of follow-up services in each case.

c. List the factors that would be conducive to the establishment of follow-up services in each case.

4.3.2.1.B Resource File

Slide-Tape Presentation: "The Role of the Curriculum Consultant in Establishing Follow-up Services."

4.3.2.1.C Resource File

Utilize Resource File 4.2.1.3.A containing:

a. 3-minute video tape
b. 3-minute audio tape
c. 2-page report from a teacher

Competency Component: 4.3.2 To assist trainees in establishing follow-up services.

Behavioral Objective: 4.3.2.1 The trainee will be able to analyze consultation to determine the need for follow-up services.

Activity No.	*Evaluation Criteria*
4.3.2.1.A and 4.3.2.1.B	In the first activity, the trainee was asked to view the SECTraC slide presentation entitled "Role of the Curriculum Consultant in Establishing Follow-up Services." It was to serve as an overview to follow-up services.
4.3.2.1.C (Part A)	The trainee was asked to prepare a written justification for needed services in each teacher stated problem situation. The following should serve as a guide in evaluating this response: 1. Is there a problem (s)? 2. Were these problems defined and stated in specific terms? 3. What alternative plans, if any, were discussed? 4. Were strategies carefully developed prior to implementation? 5. Was the assignment presented in a clear systematic fashion? 6. What was the overall extent of material?
4.3.2.1.C (Part B)	The trainee was also asked to list the factors that might inhibit the establishment of follow-up services in each case. Two factors that might inhibit such action are: 1. That the consultant would like to see closure regarding the problem under investigation. That is "the sooner he can move on to the next problem, the sooner he can experience the satisfaction of a job completed"(p.s). 2. The person(s) being helped would like to exhibit a degree of independence in solving difficulties encountered. "No one wants to be perceived as a chronic problem source"(p.s).
4.3.2.1.C (Part C)	To conclude this activity the trainee was asked to list the factors that would be conducive to the establishment of follow-up services. Below are the factors that the trainee should have listed: 1. Positive rapport between consultant and client. 2. A series of brief follow-up experiences is recommended. 3. Flexibility in the pre-arrangement of conferences 4. Realistic assessment of the situation with regard to the topics discussed and the persons involved 5. Efficiency is a variable to be considered in determining the number of conferences and the number of individuals required to attend.

Competency Component: 4.3.2 To assist trainees in establishing follow-up services.

Behavioral Objective: 4.3.2.2 The trainee will be able to establish follow-up reporting procedures.

Enabling Activities	*Resources*	*Comments*
4.3.2.2.A Follow-up to consultation may vary from an informal chat sometime after the consultant's intervention to a systematized formal procedure for structured feedback. Relying on a casual or informal feedback plan should not suggest a lack of rigor. Your decision to utilize this approach may be dictated by the personality characteristics of your client and does not necessarily imply that the problem is one of minor importance. In most cases, even where you have determined that an informal encounter will suffice, a series of such follow-up experiences will be preferable to only one or two meetings. A follow-up procedure of a more structured nature would entail one or more prearranged conferences. Of course, while you should predetermine the information to be retrieved and conveyed during such a conference, you must maintain enough flexibility to be sensitive to unexpected consequences of your intervention. There are at least three criteria that you can apply to the decision depending upon the nature of the follow-up procedures you implement. These		

Behavioral Objective Continued:

4.3.2.2.A (continued)

1. the importance of the problem,

2. the complexity of the problem, and

3. the consequences of the recommended solution.

4.3.2.2.B

View the SECTraC designed slide-tape presentation titled, "The Role of the Curriculum Consultant in Establishing Follow-up Services." Take notes on the information presented in this slide-tape set.

4.3.2.2.C

You have previously applied the information conveyed in the slide-tape presentation titled, "The Role of the Curriculum Consultant in Establishing Follow-up Services," to the teacher stated problems in Resource File 4.2.1.3.A. The object of your application was derivation of a justification for follow-up services and determination of both facilitating and inhibiting factors in each situation described.

a. Decide on the nature of the follow-up service you would provide in each of the three teacher stated problem situations. At least one of your follow-up plans should entail an informal approach.

b. Detail the procedure for reporting progress in problem solution that you would establish in each case. Be sure that your reporting system

4.3.2.2.B Resource File

Utilize Resource File 4.3.2.1.B a Slide-Tape Presentation
"The Role of the Curriculum Consultant in Establishing Follow-up Services"

4.3.2.2.C Resource File

Utilize Resource File 4.3.2.1.B containing:

a. 3-minute video tape

b. 3-minute audio tape

c. 2-page report from a teacher

Behavioral Objective *Continued:*

4.3.2.2.C (continued)

allows for two-way communication between you as a consultant and the teacher recipient of your consultation services.

Competency Component: 4.3.2 To assist trainees in establishing follow-up services.

Behavioral Objective: 4.3.2.2 The trainee will be able to establish follow-up reporting procedures.

Activity No.	*Evaluation Criteria*
4.3.2.2.A	The trainee is cautioned to be aware of the following three criteria in his decision-making regarding follow-up procedures: 1. the importance of the problem, 2. the complexity of the problem, and 3. the consequences of the recommended solution
4.3.2.2.B	Here the trainee is simply asked to take notes on Resource File 4.3.2.2.B "The Role of the Curriculum Consultant in Establishing Follow-up Services." This activity was thoroughly reviewed in 4.3.2.1.B.
4.3.2.2.C	The trainee is asked here to utilize the information previously cited in 4.3.2.1.B and 4.3.1.3.A in these objectives: a. Decide on the nature of the follow-up services you would provide. b. Detail the procedure for reporting progress in problem solutions. The following are possible subheadings under each of the above objectives that may aid in the evaluation of this activity. a. 1. Some teachers may respond better to informal follow-up. This type of atmosphere may in itself contribute to problem solving and more comprehensive feedback. 2. May use a formalized procedure which will probably entail some written assessment 3. May or may not utilize this written assessment with the informal sessions 4. Written follow-up may involve one or more participants. b. 1. Brief narrative reporting outcomes of consultant's intervention 2. Detailed questionnaire is another alternative.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objectives:

4.3.3.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teachers to make use of consulting services.

4.3.3.3 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.1 The trainee will be able to design communiqués which clearly describe the role of a consultant.

Enabling Activities	*Resources*	*Comments*
4.3.3.1 An important prerequisite to effective cooperation in any working arrangement is that each person involved understands the role of each other person. In the consultant-teacher working relationship it may be assumed that the consultant, as a result of his training and experience, understands the role of the teacher. However, it is likely that the teacher will not fully understand the role of the consultant when initiating a working relationship. Therefore, it is necessary for the consultant to be able to clearly describe his role to teachers. A most efficient and effective means of communicating one's role with all of the teachers he must serve is through written communiqué.		
4.3.3.1.A Read the article in Resource File 4.3.3.1.A taking note of the role of the consultant.	4.3.3.1.A Resource File 4.3.3.1.A	

Behavioral Objective *Continued:*

4.3.3.1.B

Write a communiqué describing your role as a consultant. Assume that this is your first contact with the teachers you will be serving.

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.1 The trainee will be able to design communiqués which clearly describe the role of the consultant.

Activity No.	*Evaluation Criteria*
4.3.3.1.A and 4.3.3.1.B	In this activity the trainee was asked to read Resource File 4.3.3.1.A taking note of the role of the consultant. As part B of the assignment, the trainee was asked to write a communiqué describing the role of the consultant. The trainee's response should contain at least the following six characteristics of the role of the consultant. In addition, it is recommended that the instructor read this brief resource for additional insight in evaluating this activity. Major characteristics of the role of the consultant: 1. Objectivity 2. Fresh approach 3. Unique status 4. Novel perspective 5. Itinerant nature 6. Specialization

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teachers to make use of consulting services.

Enabling Activities	*Resources*	*Comments*
4.3.3.2.A As a curriculum consultant, you should be familiar with types of referral forms and methods of referral. Within the schools there may be two types of referrals: 1. Teacher requesting assistance in teaching (i.e., requesting aid from consultant on inductive teaching method). 2. Teacher requesting aid for a particular child Using Resource File 4.3.2.2.A as a guide, develop a sample referral form for each of the previous types of school referrals. Using what you consider the best from the sample referrals plus any of your own, establish a referral form for: 1. Teacher assistance 2. Teacher requesting aid for a particular child.	4.3.3.2.A Resource File 4.3.3.2.A	

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teachers to make use of consulting services.

Activity No.	*Evaluation Criteria*
4.3.3.2.A	The trainee was asked to develop sample referral forms for: a. teacher assistance b. teacher requesting aid for a particular child

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teacher to make use of consulting services.

Activity No.	*Evaluation Criteria*
4.3.3.2.A (continued)	Sample referral form a.

Date _____

Teacher _____

School District _____

School _____

Room _____

Nature of Problem _____

_____

_____

When and where is the problem manifested? _____

_____

_____

Type of problem: e.g. discipline _____

classroom discipline _____

Consultant's Name _____

Address _____ Phone _____

Time Alternatives _____

Approved _____

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teachers to make use of consulting services.

Activity No.	*Evaluation Criteria*
4.3.3.2.A (continued)	Sample referral form b.

Date _____

Teacher _____

School District _____

School _____

Room _____

Name of Child _____

Age _____ Performance Level: at Jr. Level _____
below Jr. Level _____
above Jr. Level _____

Nature of specific problem: _____

_____

What strategies have been employed to date? _____

_____

What were some of the positive effects if any? _____

_____

What possible teacher recommendations if any? _____

_____

What type consultation requested? _____

What other consultant services have been utilized to date?

_____

_____

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.2 The trainee will be able to design referral procedures (both formal and informal) which encourage teachers to make use of consulting services.

Activity No.	*Evaluation Criteria*
4.3.3.2.A (continued)	(Sample referral form b. continued) What were their recommendations (if any)? _____ Consultant's name _____ Address _____ Phone _____ Time Alternatives _____ Approved _____

Competency Component: 4.3.3 To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.3 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

Enabling Activities	*Resources*	*Comments*
4.3.3.3.A Most teachers are knowledgeable about the consultative services available, but may need assistance in knowing the proper channels to go through for acquiring use of the service. In activity 4.1.2.1.A you organized a handbook of supporting services for exceptional children for a community and school district. Using this handbook as a reference, assume that you need to assist teachers in making the following referrals: 1. Teacher A needs to refer a child to the school Learning Disability consultant. 2. Teacher B needs to refer a child to the Birth Defects Center. 3. Teacher C is referring a child to a child psychiatrist. In memo form, write a note to each teacher informing her of the step-by-step procedures for referring each of the above cases.		4.3.3.3.A If one of the three cases does not apply to your handbook you will need to construct another situation.

Competency Component: 4.3.3. To assist trainees in establishing procedures which facilitate the provision of consultant services to teachers.

Behavioral Objective: 4.3.3.3 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

Activity No.	*Evaluation Criteria*
4.3.3.3.A	The trainee was asked to utilize the handbook developed in 4.1.2.1.A which outlined available community resources in writing notes to the various teachers informing them of the step-by-step procedure in procuring services. The following may be used as a guide in evaluating these activities: 1. Initial contacts can be made through: a. school superintendent b. state department of education c. local organizations that deal with the specific problem d. institutions of higher education. 2. Once potential aid has been located, a systematic format should be followed which might entail: a. the specific nature of the problem b. circumstances under which problem behavior is manifested c. level of functioning d. strategies attempted e. other consultative efforts 3. The referral agency may have an application form. If available this should be procurred and filled out in detail.